



**HEDS Annual Conference**  
**Indianapolis, Indiana**  
**June 9–12, 2013**



## Schedule at a Glance

<p>Sunday, June 9</p>	<p>12:30 – 2:00 p.m. 2:00 – 5:00 p.m.</p> <p>5:30 – 6:30 p.m. 6:30 – 9:00 p.m. 7:00 p.m.</p>	<p>Lunch for HEDS newcomers (preregistration required)</p> <p><b>Preconference Workshops</b> (preregistration required): <b>Leveraging Faculty Survey Results for Understanding and Improvement: Working with HERI Constructs and Reports</b></p> <ul style="list-style-type: none"> <li>- <i>Laura Palucki Blake, Assistant Director, Cooperative Institutional Research Program (CIRP) of the Higher Education Research Institute (HERI)</i></li> </ul> <p><b>Using IPEDS Data Tools</b></p> <ul style="list-style-type: none"> <li>- <i>Sandra Kinney, IPEDS Trainer and Assistant Vice President for Institutional Research and Planning, Louisiana Community and Technical College System</i></li> </ul> <p><b>Welcome Reception</b> for early arrivals</p> <p>Board of Directors meeting and dinner</p> <p>Group dinner at Barcelona Tapas Restaurant (preregistration required)</p>
<p>Monday, June 10</p>	<p>6:30 – 8:30 a.m. 8:30 – 8:45 a.m. 8:45 – 9:45 a.m.</p> <p>9:50 a.m. – 12:15 p.m. 12:20 – 1:20 p.m. 1:30 – 6:00 p.m. TBD 7:05 p.m.</p>	<p>Complimentary breakfast buffet for hotel guests</p> <p>Welcome and Introductions</p> <p><b>Invited Presentation, Laura Palucki Blake</b>, Assistant Director, Cooperative Institutional Research Program (CIRP) of the Higher Education Research Institute (HERI)</p> <p><b>Sessions</b></p> <p>Lunch</p> <p><b>Sessions &amp; Reception</b></p> <p>Optional dinner groups</p> <p>Optional Indianapolis Indians baseball game (preregistration required)</p>
<p>Tuesday, June 11</p>	<p>6:30 – 8:30 a.m. 8:30 – 9:30 a.m. 9:35 – 10:35 a.m.</p> <p>10:40 – 11:25 a.m. 11:30 a.m. – 12:30 p.m. 12:40 – 2:30 p.m. 3:00 – 5:00 p.m. TBD</p>	<p>Complimentary breakfast buffet for hotel guests</p> <p><b>Panel</b></p> <p><b>Invited Presentation, Frank Boyd</b>, Associate Provost, Illinois Wesleyan University</p> <p><b>Presentation</b></p> <p>Lunch</p> <p><b>Sessions</b></p> <p>Optional sightseeing excursions</p> <p>Optional dinner groups</p>
<p>Wednesday, June 12</p>	<p>8:00 – 8:30 a.m. 8:30 – 10:20 a.m. 10:30 – 11:15 a.m.</p> <p>11:15 a.m. – 12:15 p.m. 12:15 – 12:30 p.m. 12:30 p.m. 12:30 p.m. – 4:00 p.m.</p>	<p>Breakfast buffet for all participants</p> <p><b>Sessions</b> (breakfast buffet available until 9:00 a.m.)</p> <p><b>Invited Presentation, Lori Collins-Hall</b>, Professor and Chair of Sociology, Hartwick College</p> <p>Business meeting</p> <p>Information about the 2014 HEDS Annual Conference and final thoughts</p> <p>Conference ends</p> <p>Board of Directors meeting and luncheon</p>



**Conference check-in and other information is located at the HEDS Office, Ambassador III**

## **Sunday, June 9**

**12:30 – 2:00 p.m.**

**Newcomers Lunch for preregistered guests**

**Meet in Lobby at 12:15**

Newcomers and well-acquainted HEDS members who preregistered for this event will meet in the lobby to go out for lunch at the Weber Grill Restaurant in downtown Indianapolis.

**2:00 – 5:00 p.m.**

### **Preconference Workshop**

*Leveraging Faculty Survey Results for Understanding and Improvement: Working with HERI Constructs and Reports*

**Ambassador I**

***Laura Palucki Blake, Assistant Director of the Cooperative Institutional Research Program (CIRP)***

The importance of understanding and demonstrating student learning is well documented, and continues to receive significant attention. Although many of our campuses collect considerable data about student learning, we know less about the perceptions and experiences of faculty, and how that information can be used to paint a more robust picture of campus life. This workshop will highlight the HERI Faculty Survey and its utility for understanding and improving the campus experience. After briefly detailing the conceptual framework and contents of the HERI Faculty Survey, the workshop will focus on how to use the new constructs to inform changes that impact faculty and students' experiences on campus. The workshop will include a hands-on data component using data from HEDS institutions that participated in the HERI Faculty Survey in 2010–2011. The goal of this workshop is to highlight the many ways HERI Faculty Survey findings can be used to understand the faculty experience and to provide productive strategies for linking the findings to institutional decision making in a discernible manner.

*SPSS experience is helpful, and participants should bring a laptop equipped with SPSS 18 or higher.*

The following topics will be covered:

- The HERI Faculty Survey – major topics covered on the instrument
- Constructs – what they are and how to make good use of them
- Contextualizing faculty practices and perceptions on campus
- Comparison of findings with relevant peers
- Distinctive problems and possibilities in reporting faculty data
- Linking faculty and student survey findings
- Using the results to foster a culture of support and improvement



## Sunday, June 9

**2:00 – 5:00 p.m.**

### **Preconference Workshop**

*Using IPEDS Data Tools*

**Ambassador II**

**Sandra Kinney**, *IPEDS Trainer and Assistant Vice President for Institutional Research and Planning, Louisiana Community and Technical College System*

Workshop participants will learn how to use a variety of IPEDS Data Tools (e.g., Trend Generator, Data Center, Executive Peer Tool) to easily extract data and perform customized comparisons. The session will be aimed toward people who are somewhat familiar with IPEDS data elements but would like to become more familiar with the data tools developed by NCES.

*Participants are required to bring a Mac or PC laptop with wireless capability and Microsoft Excel.*

**5:30 – 6:30 p.m.**

### **Welcome Reception**

**Consulate**

Expect to meet HEDS board members, HEDS staff, and plenty of members from a variety of institutions at this Sunday-night welcome reception. Hors d'oeuvres and alcoholic and nonalcoholic beverages will be provided. The event is free to attendees registered for the conference. Well-acquainted HEDS members and new members alike are encouraged to attend.

**6:30 – 9:00 p.m.**

### **Board of Directors meeting and dinner**

**Ambassador II**

**7:00 p.m.**

### **Group dinner at Barcelona Tapas Restaurant for preregistered guests**

**Meet in hotel lobby at 6:45**

## Monday, June 10

**6:30 – 8:30 a.m.**

### **Complimentary breakfast buffet & cooked-to-order omelets available for all hotel guests**

**Hotel Atrium**

**8:30 – 8:45 a.m.**

### **Welcome and Introductions**

**Consulate**



## Monday, June 10

8:45 – 9:45 a.m.

**Using Data to Improve: Lessons, Hints, Tips and Tricks (I Think I Have) Learned Thus Far**

Consulate

*Invited Speaker:*

**Laura Palucki Blake**, Assistant Director, Cooperative Institutional Research Program (CIRP) of the Higher Education Research Institute (HERI)

Institutional researchers have a crucial role at institutions that successfully convert data about student and institutional performance into policies, practices, and strategies that improve the entire college experience. This presentation will share perspectives on the benefits and challenges of engaging in and sustaining assessment on small college campuses, as well as offer insights regarding strategies for leading assessment initiatives on small college campuses. Key factors including collaborating within and between institutions, using varied assessment tools, and working with faculty will be discussed.

9:50 – 10:35 a.m.

**Assessment and Faculty Development: Reviving WAC at Carleton College**

Consulate

*Presenters:*

**Elizabeth Ciner**, Director of Student Fellowships, Carleton College  
**Chico Zimmerman**, Professor of Classical Languages, Carleton College  
**Carol Rutz**, Director, Writing Program, Carleton College

Carleton was a pioneer in what is now known as writing across the curriculum, or WAC, having abandoned required first-year writing in the mid-1970s in favor of teaching writing via various introductory courses. Over a period of about 25 years, the program's novelty faded, and, to some degree, both students and faculty became somewhat cynical about writing that varied widely from department to department, featuring few goals in common and little coordination of pedagogy. Ironically, a campus-wide review of writing at Carleton in 1996 featured surveys, focus groups, and other indirect means of gathering information; no student writing was examined by anyone connected with that review.

The presenters will describe the resurrection of WAC at Carleton, thanks to the wisdom of key administrators in shaping external funding to design a portfolio for a direct assessment of student writing. The project was notable for justifying the College's first staff position dedicated to assessment, creating a partnership between assessment and faculty development. Subsequent experience with the Collegiate Learning Assessment, a national assessment of college student learning, compared well with the results of portfolio assessment. Success in WAC led to data-driven innovations with other curricular initiatives (e.g., quantitative reasoning and visual learning) and at the department level as well: assessment began to be more overtly embedded in courses and senior capstone projects.

The group will also present their views on implications of assessment and faculty development for a recently redesigned curriculum.



## Monday, June 10

10:40 – 11:25 a.m.

**Assessing the Student-Athlete Experience: A Collaborative Effort Between Athletics and IR**

Consulate

*Presenters:*

**Steven Graunke**, *IMIR Assistant Director for Survey Research and Standard Reports, Indiana University-Purdue University Indianapolis (IUPUI)*

**Kate Forrest**, *Data Processing Coordinator, IUPUI*

In order to gather better data on the student-athlete experience at IUPUI, two new questionnaires, the Student-Athlete Exhausted Eligibility Survey and the End of Season Survey, were developed and deployed for the first time during the 2012–2013 academic year. This project was a collaborative effort between the IUPUI Department of Athletics, the Office of Information Management and Institutional Research, and the IUPUI Testing Center. The End of Season Survey was designed to collect student evaluations of their coaches and serve as an assessment of student-athlete's impressions of facilities and services provided by IUPUI athletics. The Exhausted Eligibility Survey assessed attainment of the IUPUI Principles of Undergraduate Learning and NCAA Core Values. Data on participation in student activities, internships, and community service activities were also gathered in order to determine if student-athletes were able to fully integrate into the academic and social environment of the university. Collaboration between these three offices enabled more efficient data collection and reporting. Discussion between collaborators also led to questionnaires that were better tailored to address specific issues at IUPUI and collect valid data for internal decision making. During this session, the presenters will discuss the process of forming the collaboration, designing the questionnaires, initial administration, and dissemination of results. Examples of ways in which data have been used to inform changes in IUPUI athletics will also be discussed. The presentation will conclude with an examination of the pros and cons of the new approach as well as future changes to data collection and dissemination.

11:30 a.m. – 12:15 p.m.

**How to Save Your Budget Dollars for Something More Exciting Than Software**

Consulate

*Presenters:*

**Diane Saphire**, *Associate Vice President for Information Resources and Director of Student Fellowships, Trinity University*

**Narren Brown**, *Assistant Director of Analytic Support and Institutional Research, Grinnell College*

R is free software for statistics and graphics. In this presentation we will demonstrate how you can use R to accomplish tasks commonly done in an IR office, including creating frequency tables and graphs and running some basic statistical tests. We will also provide information on how to obtain and install R on your computer. R uses a command line interface, and users wanting to leverage the full power of R will want to utilize that interface. But for users who want a gentler introduction to R we will demonstrate R Commander, a graphical user interface (GUI) that generates the R commands for many of the tasks commonly done in IR offices. We will also demonstrate how R can be used in conjunction with SPSS to perform analyses that SPSS alone cannot accomplish.



## **Monday, June 10**

**12:20 – 1:20 p.m.**

**Lunch**

**Hotel Atrium**

We are setting up a table during Monday’s lunch for people who have indicated an interested in discussing the HEDS Alumni Survey response rates. Please look for the “Discussion of HEDS Alumni Survey Response Rates” sign to join this group.

In addition, Research Advisory Committee members should gather at the table with an “RAC Meeting” sign on it.

**1:30 – 2:15 p.m.**

**Transfer Student Experiences and Success at a Liberal Arts College**

**Consulate**

*Presenter:*

***Susana Santos, Associate Director of Assessment, Whittier College***

Whittier College differs from other liberal arts colleges in that we have very high enrollment of Hispanic/Latino students. This is true both for students who enroll as first-time freshmen and for transfer students—although notably, transfer students include an even higher percentage of Hispanic/Latino students. To better serve the Hispanic/Latino students and other diverse groups of students transferring to Whittier College, an ad hoc committee was convened by the president to develop and recommend a strategy to increase their success. The committee collected and disaggregated baseline information on a cohort of transfer students and assessed their progress in the academic pipeline toward graduation. Through data analysis and inquiry activities, the committee identified potential intervention points and developed short- and long-term goals to increase the graduation rates for transfer students. Findings and recommendations were presented to faculty and administrators.

**2:20 – 3:20 p.m.**

**Lightning Round**

**Consulate**

**PowerPoint: A Few Ideas to Keep Your Audience Engaged**

***Cheryl Browne, Research Analyst, Macalaster College***

Sharing survey results in a PowerPoint presentation can be challenging. How many graphs can an audience see before their eyes glaze over? I will review several ideas that may help keep them engaged.

**Slicer Feature in Microsoft Excel**

***Jim Ferguson, Director of Institutional Research and Assessment, Carleton College***

Excel 2010 introduces a new “slicer” feature that makes it much easier to interact with and filter data contained in pivot tables. Slicers make it easier to visualize what fields are being filtered, and they make it easy to set up a simple dashboard to explore your data. Furthermore, when sharing data with others, your collaborators may find that the slicer’s visual “button interface” for selecting information is much more intuitive than interacting with standard pivot tables.



**Monday, June 10**

*Lightning Round, continued*

### **Getting Comparative Faculty Counts by Department from Institutional Websites**

**Gordon Hewitt**, *Assistant Dean of Faculty for Institutional Research, Hamilton College*

I often get requests from academic departments for comparative departmental data from peer institutions, including faculty counts (usually tenured/tenure-track). I often tell them there is not good comparative data on faculty by discipline (while CUPAHR does collect it, it is expensive and not all our peers participate), and the best way to collect the information for all peers is to review individual websites. This past fall our history department chair conned me into doing the website review for her, so I decided to turn it into a mini-research project. After doing faculty counts from history department websites at peer institutions, I contacted my IR colleagues at several of the institutions and asked them to verify the faculty count in history (through provost or HR records) and compared it to my count. Overall, the website counts are pretty close to the actual counts, although I still haven't finished the verification process.

### **. . . And Other Duties as Assigned**

**Gilda Koutsouroumbas**, *Assistant Director of Institutional Research, Haverford College*

Haverford College provides opportunities for its students to integrate their academic experience with co-curricular activities that expand their knowledge beyond the classroom, preparing them for lives of service and leadership after graduation. Civic engagement and social justice have historically been emphasized at Haverford, aligned with the Quaker roots of the college. Approximately one half of our student body participates in some form of civic engagement both within the immediate community and internationally, through opportunities provided by the Center for Peace and Global Citizenship, the Mentoring And Student Teaching (MAST) program, athletic sponsored events, and 8<sup>th</sup> Dimension, among others.

Nationally, there has been great interest in the civic engagement/volunteer activities of students and faculty in higher education as evidenced by the President's Higher Education Community Service Honor Roll Survey. In addition to national interest, guidebooks and other publishers are including student civic engagement in their surveys and rankings, offering desirable recognition to those institutions that can demonstrate significant volunteer activity, e.g., *Washington Monthly*.

This presentation will focus on the efforts of the Institutional Research Office to coordinate and engage the campus in a conversation about developing processes that capture and document the volunteer activities of students, faculty and staff. Moving forward, the collected and detailed data will assist in the assessment of one of our institutional learning goals—social responsibility.

### **Experiential Focus Groups**

**Cynthia Shedd**, *Institutional Effectiveness Specialist, Principia College*

Wondering how to engage students and other stakeholders in thinking about programs/curriculum/etc.? This presentation will share how we used experiential focus groups to get feedback about our First Year Experience (FYE) program.

The experiential focus group consisted of three parts: Doing (designing their ideal FYE), Reviewing (sharing their designs and asking and answering questions about them), and Recommending (debriefing and identifying what features of the designs were most important). This presentation will briefly describe the process, talk about a challenge we had, and identify what seem to us to be possible strengths of the process.



## **Monday, June 10**

*Lightning Round, continued*

### **Up in the Cloud: Increasing Productivity with Evernote**

*Jim Ferguson, Director of Institutional Research and Assessment, Carleton College*

This will be a quick demonstration of some ways one can improve IR productivity using the free multi-platform cloud application “Evernote” as an organizing tool and as an omni-functional “information wallet.” Topics include what it is; what it is most useful for; and cautions about when not to use it. A short demonstration will be accompanied by a handout with additional tips and resources.

**3:25 – 4:25 p.m.**

**Considering Test-Optional: Perspectives from Four  
Liberal Arts Colleges**

**Consulate**

*Presenters:*

**Mark Freeman** (Moderator), *Director of Institutional Research, Planning, and Assessment, Bryn Mawr College*

**Gordon Hewitt**, *Assistant Dean of Faculty for Institutional Research, Hamilton College*

**Mark Salisbury**, *Director of Institutional Research and Assessment, Augustana College*

**Lori Sundberg**, *Associate Vice President of Planning and Budget, Lake Forest College*

There is perhaps no better venue for the discussion of test-optional policies than the institutions represented at HEDS. “Going test-optional” is obviously not the right decision for every small, private, liberal arts college — if it were we’d all have done it — but it is a policy that is primarily associated with our kind of institution. This panel represents four different perspectives on the policy: an institution that has been full test-optional for several years; one that is currently “test-flexible” (accepts standardized test alternatives to the ACT or SAT) and considering going fully test-optional; one that is currently test-flexible; and another that went test-optional, and then returned to requiring standardized tests. What do the diverse experiences of these institutions have to tell us about the advantages and disadvantages of test-optional policies? Does the policy yield the same results at all institutional types, or are the costs and benefits demographically, regionally, or otherwise context-dependent? Panelists will briefly share their own experience as IR professionals in evaluating test-optional policies at their institutions, and will lead a Q&A discussion that will seek to tap the broader expertise of the HEDS membership.



**Monday, June 10**

**4:45 – 6:00 p.m.**

**Poster Session & Reception**

**Ambassador I & II**

*Posters listed alphabetically by presenter*

**Adding to Your Faculty Salary Comparison Portfolio**

***Susan Canon, Director of Institutional Research, St. Olaf College***

Many of us have complained for years about the AAUP Faculty Compensation Report with its room for definition interpretation, as well as the lack of distinct data for tenured/tenure-track faculty from other full-time faculty. IPEDS salary data, while more inclusive in its definitions than AAUP, still lacks data by appointment status. We now have a new alternative! Beginning in 2012–13, CUPA-HR (College and University Professional Association for Human Resources) collects salary information for tenured/tenure-track faculty separately from non-tenure-track faculty. Fifty-six HEDS members participated in the CUPA survey this year. This presentation will take a quick look at the comparison data for the 38 B-AS institutions that both submitted their AAUP data to HEDS and participated in the CUPA survey this year. In addition, to the distinction by appointment status, institutions receive comparison data only for faculty in the disciplines they report, creating even more specific apples-to-apples comparison. Hopefully this will spark greater participation in the CUPA survey in the future, as well as encourage new ways to compare faculty salaries across institutions.

**An Examination of Tuition Discounting at Four-year Private Nonprofits Before, During, and After the Great Recession**

***Michael Duggan, Associate Vice President for Institutional Research, Emerson College***

***Maria Piteros, Assistant Director of Institutional Research, Emerson College***

This presentation explores whether and to what extent private, nonprofit, four-year higher education institutions responded to the “great recession” by altering their freshman tuition-discounting strategies. A tuition discount is the amount of institutionally funded aid used to reduce a student’s tuition bill. Data will be presented on freshman discount rates by Carnegie Classification and other factors before and during the current economic downturn. Freshman discount data are calculated from information from the IPEDS Data Center and cover fall 2006 through fall 2010.

**Whither Study Abroad? Implications for Students in Undergraduate STEM Programs**

***Janel Henriksen Hastings, Assistant Vice President for Institutional Research, Harvey Mudd College***

Research suggests that students enrolled in undergraduate STEM programs or majoring in STEM fields are less likely to participate in a study abroad experience than students majoring in liberal arts or social science disciplines. At Harvey Mudd College (HMC), a liberal arts college of science, technology, engineering and mathematics (STEM), the Study Abroad program is small yet witnessing a steady increase in the number of students taking part annually. With this in mind, the Office of Institutional Research at HMC collaborated with HMC’s Study Abroad Office to investigate this phenomenon. The main purposes of the study were to understand (a) how students made the decision to study abroad and (b) the impact study abroad had on them as STEM students. Focus groups were conducted with four cohorts of students: three groups who studied abroad and one who strongly considered it but ultimately chose not to. HMC students who studied abroad frequently cited both the need for a break in their STEM studies, as well as an opportunity to remove themselves from the high-stress



## **Monday, June 10**

### *Poster session presentations, continued*

environment of the College as reasons to leave campus for a semester. Interestingly, students who chose not to study abroad cited similar factors as reasons for staying on campus: they feared leaving the intense HMC environment would not be a respite and would create more anxiety through possibly falling behind in their studies and losing focus. This presentation will review what we learned from students during our conversations with them.

### **A Faculty Salary Study: From Equity Regression Model to Pro-forma Budget**

*Kevork Horissian, Director of Institutional Research and Planning, Bucknell University*

The Faculty Salary Study is a project directed by the Office of Institutional Research and Planning at Bucknell University. The motivation for this project emerged from the desire of college administrators to analyze faculty salaries and gain a better understanding of the salary distribution among different colleges/schools and teaching ranks. The goals of this study are threefold. The first goal is to examine what factors are correlated to faculty salaries and how the annualized salaries are affected by variables such as years of service, years since degree awarded, years at rank, and academic division. The second goal is to make some inferences to predict more accurate employee annualized salaries in the three different colleges/schools, given some relevant factors and address some equity issues. The third goal is to incorporate faculty merit into the predictive model estimate budgets needed by schools/colleges to accomplish the goal of salary adjustment. Since the levels of annualized salary are quite different by faculty ranking, all analyses in this study are conducted separately by faculty ranking: assistant professor, associate professor, and professor.

Multiple regression analysis was used to evaluate faculty salaries at Bucknell University because the technique is widely accepted as a method of testing for salary inequities and to calculate a predicted salary for faculty. This approach assumes that faculty annualized salary can be presented as a linear function given multiple relevant factors. Outcomes and challenges will be outlined in the presentation.

### **Assessing Critical Thinking and Civic Thinking**

*Anne Goodsell Love, Associate Provost for Assessment, Wagner College*

Promoting critical thinking and citizenship are two institutional goals of Wagner College. Critical Thinking for Civic Thinking (CT<sup>2</sup>) assesses critical thinking in the context of civic engagement by asking students to critically examine an issue and then describe a civic action plan to deal with that issue involving the larger community. The (CT)<sup>2</sup> Project began in 2007 as NSF-sponsored SENCER (Science Education for New Civic Engagements and Responsibilities) research coordinated through four institutions, including Wagner College. Instructor-created, course-embedded exercises presented open-ended, purposely ambiguous scenarios that challenged students to weigh evidence, formulate hypotheses, and evaluate the validity of conclusions within a sociopolitical context that also required a civic action plan. It has now been institutionalized to assess components of the General Education Program.

More recently, courses in the First-Year Program (FYP) and Senior Learning Communities (SLCs) that represented all division of the College were selected to participate in CT<sup>2</sup>, and all students in those courses were given the assignment. Faculty members agreed to grade the assignment and count the grade as five percent or more toward the overall course grade. Separate from those grades, ratings were done by members of the Committee on Learning Assessment using taxonomies/rubrics developed during the SENCER project.



## **Monday, June 10**

### *Poster session presentations, continued*

Results showed similar patterns for first-years and seniors, with improvement in civic thinking being correlated positively with improvement in critical thinking. Improvement in critical thinking, however, did not correlate with improvement in civic thinking. Possible implications and limitations of the project will be presented.

### **HEDS Research Practices Survey Revision**

*Hannah Spurrison, Research Analyst, HEDS Consortium*

*Kirsten Skillrud, Assistant to the Director, HEDS Consortium*

The HEDS Research Practices Survey is designed to assess information literacy, including students' skills, attitudes, and approaches to using information sources in academic research. HEDS launched the survey in its current form in the fall of 2008, and now HEDS staff is revising the survey to identify and strengthen the survey's scales, improve the clarity of the items, and update the survey to reflect new library technology and current research practices.

HEDS staff began this process by using past Research Practices Survey data to evaluate the scales and to identify survey items requiring revisions. Next, the staff ran focus groups with students and interviewed professors and librarians to learn more about what items may need to be revised. With this information, the HEDS staff developed a list of proposed changes to the survey.

The staff encountered several challenging questions while developing the list of proposed Research Practices Survey changes. How can we improve the validity of the research skills section and maintain the short length of the section when other types of surveys that assess information literacy can take over an hour to complete? To what extent should we think about discipline differences while revising the survey? How do we update the questions to increase the power of the scales but still allow for longitudinal comparisons?

The presenters will address these goals and challenges, along with the deliverables, timelines, and other lessons in the hopes of gaining feedback from colleagues.

### **Quantitative and Qualitative Assessment of Factors Affecting Attrition and Retention at Grinnell College**

*Jim Swartz, Dack Professor of Chemistry and Interim Associate Vice President for Analytic Support and Institutional Research, Grinnell College*

*Narren Brown, Assistant Director of Analytic Support and Institutional Research, Grinnell College*

At Grinnell College, our average first-year retention rate of 93% and 6-year graduation rate of 88% are cause for concern . . . not celebration. We have engaged in a comprehensive study of the factors related to student persistence and degree attainment. Using a mixed-methods approach, we began by conducting a regression analysis to determine what, if any, factors were correlated with first- and second-year retention and four-year graduation. Precollegiate variables, such as SAT scores or high school grades are not predictors of retention or graduation. However, first-year GPA was a positive predictor of first and second year retention, but students who are having academic difficulty are no more likely to depart without attaining a degree than those who are not. A parallel analysis of students incurring academic difficulty was conducted and found a similar lack of predictors.

The variables predicting first-year retention, second-year retention, and four-year graduation were weak and inconsistent across time. For example, first-generation students were more likely to be retained from second to



**Monday, June 10**

*Poster session presentations, continued*

third year than non-first generation students but no more likely to be retained for first-year retention or four year graduation. Regression analysis found that academic or personal leave was negatively related to graduation, accounting for about 40% of the students who do not graduate. We then conducted interviews to more clearly understand why students leave. Based upon our findings, we have begun to experiment with a variety of intervention strategies in the hopes of improving academic performance, retention, and graduation.

**Information Technology Strategic Plan and Institutional Research**

*Polly Wilde, Associate Director of Institutional Research and Assessment, Earlham College*

The Associate Director for Institutional Research served on a campus-wide committee to develop an informational technology strategic plan that encompasses all aspects of the college. The near final plan outlines many goals and objectives, one of which speaks to the needs for IT in administrative computing. The Office of Institutional Research will begin to conduct needs assessments for outside reporting and data use for internal decision making. In light of these assessments, IR will work with IT to determine solutions for streamlining of processes and training of faculty and staff about these processes. Emphasis will be to create a more secure computing environment at the same time we make our work more efficient and useful. Some of the goals of this plan call for elimination of shadow databases across campus and to renew trust and confidence in Banner, our main database. Questions for HEDS colleagues: Have any of you worked in this way to consolidate practices and process across all areas of campus? Would you recommend a specific “dashboard” tool?

<b>Times to be determined by group leaders</b>	<b>Optional dinner groups</b>	<b>Meeting details vary</b> (Sign-up sheet in Ambassador III)
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You may sign up in the HEDS office in Ambassador III to go out for dinner with a group to an area restaurant. Details of meeting times and locations will be determined by each dinner group leader.

<b>7:05 p.m.</b>	<b>Optional Indiana Indians baseball game for preregistered guests</b>	<b>Meet in lobby at 6:30 p.m.</b>
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Conference attendees who preregistered for this event will meet in the main lobby of the hotel and walk to the game.



**Tuesday, June 11**

<b>6:30 – 8:30 a.m.</b>	<b>Complimentary breakfast buffet &amp; cooked-to-order omelets available for all hotel guests</b>	<b>Hotel Atrium</b>
<b>8:30 – 9:30 a.m.</b>	<b>Alumni Surveys</b>	<b>Consulate</b>

*Presenters:*

**Susan Canon**, Director of Institutional Research, St. Olaf College

**Jo Beld**, Director of Evaluation and Assessment, St. Olaf College

**Susan Campbell Baldrige**, Vice President for Planning and Assessment and Professor of Psychology, Middlebury College

**Adela Langrock**, Senior Assessment Specialist, Middlebury College

St. Olaf representatives will discuss how they— in addition to the more traditional reports prepared for "what we learned from the HEDS Alumni Survey"—have integrated Alumni Survey findings with findings from other sources in reports focused on specific issues or learning outcomes prepared for various purposes and audiences.

At Middlebury College, we developed a survey of alumni from all of our credit-bearing programs (graduate and undergraduate) with a goal of maximizing the usefulness of the collected information for both institutional assessment and fundraising purposes. Through extensive consultation with representatives from each of our programs and various offices on campus, we were able to target critical areas of interest for different stakeholders, increasing interest in and perceived utility of the results, while at the same time asking some common questions of broader institutional interest across all versions of the survey. Interest in the results of the survey has been high, with findings disseminated in the form of presentations to various audiences, written reports, and publication in the alumni magazine. We attribute our successes in this effort to advance planning and thoughtful collaboration with diverse stakeholders, although we have also learned lessons about the value of comparison school data and the need to address anxieties about data that may be seen as evaluative of particular offices or programs.

<b>9:35 – 10:35 a.m.</b>	<b>The Conundrum of Shared Governance: An Appraisal</b>	<b>Consulate</b>
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*Invited Speaker:*

**Frank Boyd**, Associate Provost, Illinois Wesleyan University

Leaders in higher education are fond of emphasizing shared governance as important for implementing significant change on our campuses. Effective governance, then, is needed more than ever as our institutions face an array of significant challenges. Our institutions must be more accountable for the learning outcomes of our students even as we expand access for first-generation students. Most importantly, many institutions struggle with a funding model that will be difficult to sustain in the face of decreasing government support and an increasingly price-sensitive populace.

How do we craft effective responses to these challenges? Participants in the HEDS Annual Conference undoubtedly will agree that data-driven decisions are important. And it is true that many institutions now



## **Tuesday, June 11**

effectively collect and analyze assessment data, even as many of our campuses find it difficult to use this information to make collective, sustainable choices. It seems that many of our shared governance systems are ill-equipped to “close the loop,” as they say.

This session examines the features of effective governance that are important for collective decision making, as well as some of the practices that undermine our institutions’ ability to respond to the issues before them. The goal of the discussion is not to identify a specific set of governance structures or processes that might be universally applied, but instead to discuss how their existing governance systems might be engaged to effect change.

<b>10:40 –11:25 a.m.</b>	<b>Using Aggregate Analyses to Leverage Resources and Programming</b>	<b>Consulate</b>
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*Presenter:*

**Narren Brown**, *Assistant Director of Analytic Support and Institutional Research, Grinnell College*

Combining institutional data and measures with logistic regression is a viable means by which to determine where and how to allocate all too limited institutional resources and programming. There are not many among us who would argue against the richness of data and depth of understanding of a phenomenon that are gained through focus groups and interviews and other qualitative research methods. However, these techniques are both time-consuming and expensive. Furthermore, it has been my experience that these types of research methods make for great research publications but rarely lead to timely, substantive, or continually evolving change within the academy. I propose that we be probabilistic, using our data to tell us where we will get the most bang for our retention and matriculation efforts. Using the knowledge of what has happened to establish causal links between outcomes for groups and programs based on valid and reliable measures of success allows us to quickly and efficiently explore what is working as well as providing valuable information about the areas that we need to improve upon. Knowing what is working is the key as this allows for a program(s) to be replicated. This paper and presentation highlight some of the work we have done at Grinnell College around retention and graduation. The presentation will focus on SPSS syntax features for more accurate prediction, the basics of logistic regression interpretation, and the practicality of using logistic regression techniques to explore programmatic effectiveness.

<b>11:30 a.m. – 12:30 p.m.</b>	<b>Lunch</b>	<b>Hotel Atrium</b>
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<b>12:40 – 1:40 p.m.</b>	<b>Partnering with Students on Institutional Assessment Benefits the Students: Wabash and Hartwick College Student Focus Group Projects</b>	<b>Consulate</b>
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*Presenters:*

**Lori Collins-Hall**, *Professor and Chair of Sociology, Hartwick College*

**Katelynn Collins-Hall**, *student ‘13, Hartwick College*

**Heather Hines**, *Coordinator of Student Engagement and Retention, Wabash College*

**Terry Majors**, *student ‘15, Wabash College*



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The panel explores the contributions student researchers, and student voices can make in institutional assessment and policy through the construction of student-led, student-oriented focus groups assessing first-year experience programming, first-year experience of freshmen students of color, immersion trip experiences, and other high-impact practices. Staff and Faculty from Wabash College and Hartwick College come together, with their students, on this panel to explain the different models they used in their student focus group projects. The panel examines how students explored existing research and institutional data, developed IRB proposals, designed focus group questions, designed and implemented focus groups, and analyzed data to compile a final report and presentation for members of their college communities. The panel also explores how students benefit from these professional development opportunities and working collaboratively with faculty and staff, while enhancing institutional assessment with the "fresh" perspective students bring.

**1:45 – 2:30 p.m.                      Sophomores: Wiser Fools Than We Think They Are?                      Consulate**

*Presenter:*

***Alanna Johnson, Institutional Research Analyst, University of Puget Sound***

Collaborating with the Division of Student Affairs, Institutional Research at Puget Sound helped to explore the questions: Why aren't students attending events that are targeted to sophomores? And even more broadly: What is the sophomore experience really like, and how can Student Affairs assist other areas of campus in supporting sophomore year success? Through analysis of survey data and joint administration and analysis of focus group data, with both seniors and sophomores, we can move forward with well-informed, data-driven planning for our sophomore programming. Through this assessment, we've pulled the wisdom out of these "wise fools."

**3:00 – 5:00 p.m.                      Optional sightseeing                      Meeting times vary  
(Sign-up sheet in Ambassador III)**

We are offering a few sightseeing opportunities, all within walking distance of the hotel: a walking tour of downtown Indianapolis, a visit to the Eiteljorg Museum, a tour of Lucas Oil Stadium, or a walk through the Mass Ave shopping area. Details and sign-up sheets will be provided in the HEDS Office in Ambassador III. Deadlines to sign up are listed with the event details. The earliest sign-up deadline is Tuesday at 9:30 a.m.

**Times to be determined by group leaders                      Optional dinner groups                      Meeting details vary  
(Sign-up sheet in Ambassador III)**

You may sign up to go out for dinner with a group to an area restaurant in the HEDS office in Ambassador III. Details of meeting times and locations will be determined by each dinner group leader.



## Wednesday, June 12

8:00 – 8:30 a.m.	<b>Breakfast buffet for all participants</b> (available until 9:00 a.m.)	<b>Consulate</b>
8:30 – 9:30 a.m.	<b>Using IR Data as a Road map for Assessment, Student Learning, and Improving Outcomes</b>	<b>Consulate</b>

### *Presenters:*

**Leah E. Adams-Curtis**, *Director of Assessment, Knox College*

**Lori Sundberg**, *Associate Vice President, Institutional Research, Controller, Lake Forest College*

Retention, course success, demographics, and enrollments, all staples of IR data, are potentially extremely useful to the assessment process. However, those engaged in assessment may not feel comfortable working with these data or know how to access and utilize the information. Our panel will discuss how we have used these data at our institutions. We will also discuss ways in which we envision these data being useful in the assessment process. Examples from our institutions include: Lake Forest College is looking at success in gateway courses; Knox has used enrollment data to identify students to survey to see why they chose not to complete a minor or major in music, even though their enrollments indicated a clear interest in the subject. Additional examples and ideas will be solicited from the audience.

9:35 – 10:20 a.m.	<b>Testing the Degree Qualification Profile: Student Interpretation of Specialized Knowledge Outcomes</b>	<b>Consulate</b>
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### *Presenters:*

**Jessica Ickes**, *Director of Institutional Research and Assessment, Saint Mary's College*

**Daniel Flowers**, *Assistant Director of Institutional Research, Saint Mary's College*

Over the past two years, Saint Mary's College has served as a participant institution in a project through the Higher Learning Commission, funded by a Lumina Foundation Grant, to "test" the Degree Qualifications Profile (DQP). The DQP, published as a beta version in early 2011, is a national framework that attempts to articulate degree-level learning outcomes. The College developed a variety of projects to complete this work, including a project that focused on allowing students to interact with a set of DQP outcomes in collaboration with four varying academic departments: nursing, psychology, modern languages, and biology.

As part of the project, selected junior and senior level majors were given a survey which asked them to interpret the DQP Specialized Knowledge outcomes (outcomes related to the major), to identify the extent to which the outcome was emphasized in her major, regardless of degree level, and to indicate the extent to which her major contributed to her achievement of the outcome. This presentation will share notable findings related to students' self-report of emphasis on the Specialized Knowledge outcomes in the major as well as variations in student understanding of the Specialized Knowledge outcomes, including among academic disciplines. Presenters will also share background information about the DQP, other high-level findings, reactions on their campus, and potential strengths and weaknesses that the projects have evidenced.



**Wednesday, June 12**

**10:30 – 11:15 a.m.                      Review of HEDS Project Report                      Consulate**

*Presenter:*

***Lori Collins-Hall, Professor and Chair of Sociology and Teagle Scholar, Hartwick College***

Lori Collins-Hall will summarize her findings from “HEDS Project Report: An External Review of the History and Future of the Higher Education Data Sharing (HEDS) Consortium.”

**11:15 a.m. – 12:15 p.m.                      Business Meeting                      Consulate**

**12:15 – 12:30 p.m.                      Information about the 2014 HEDS Annual  
Conference and final thoughts                      Consulate**

**12:30 p.m.                      Conference ends                      Consulate**

**12:30 – 4:00 p.m.                      Board of Directors meeting and luncheon                      Ambassador III**



## About the Preconference Workshop Presenters and Invited Speakers

### **Laura Palucki Blake**

Laura Palucki Blake is the Assistant Director of the Cooperative Institutional Research Program. Her primary responsibilities include working with institutions to both implement the various CIRP surveys and develop and communicate about effective and innovative ways of using data for institutional improvement. Prior to joining HERI, she was the Director of Assessment and Assistant Professor of Psychology at Agnes Scott College, where she coordinated data collection, interpretation, and dissemination to support planning and decision making across the college. She earned her PhD and MA in psychology at The Claremont Graduate University, and her BA in psychology from Smith College. In addition to coauthoring many CIRP publications, she has also written about teaching and assessment, most recently coauthoring a chapter entitled “Faculty Learning and Reflection from Student Interviews” in *Confronting Equity Issues on Campus* (Bensimon and Malcolm, Eds. 2012).

### **Frank Boyd**

Frank Boyd is Associate Provost at Illinois Wesleyan University (IWU). He has served in a variety of positions at IWU including Associate Dean and Interim Provost. In all of these positions, Frank has concentrated on integrating assessment information into IWU’s governance and decision-making processes. Outside of IWU, Frank serves in a variety of advisory and leadership roles. He is a Senior Teagle Scholar at the Center of Inquiry in the Liberal Arts at Wabash College, and he has also served on the Illinois Board of Higher Education’s Faculty Advisory Council and is currently serving as a resource member of the Board of Trustees at Illinois College. Frank joined the IWU faculty in 1995 after receiving his PhD in political science from Emory University. While at Emory, he served as a staff member at the Carter Center and participated in elections monitoring projects in Guyana, Panama, and Mexico. His research interests in political science include the politics of conserving common-pool resources and political economy.

### **Lori Collins-Hall**

Lori Collins-Hall is a Professor and Chair of Sociology at Hartwick College. She was accepted as a Teagle Scholar in the fall of 2010 and is currently on sabbatical with HEDS and the Center of Inquiry in the Liberal Arts at Wabash College. Lori has an extensive history of engaging students in community evaluation research projects. Most recently she has engaged students as both researchers and participants in her assessment research examining the impact on student learning of participation in high-impact learning and first-year experience at Hartwick College.

### **Sandra Kinney**

Sandra Kinney is the Assistant Vice President for Institutional Research and Planning for the Louisiana Community & Technical College System. Previously, Sandra was a Research Manager for the Technical College System of Georgia, an Assistant Director for Institutional Research and Planning at Clayton State College, and also worked as a research analyst and fundraiser in the Development Office for Visiting Nurse Health Systems. Sandra has over 18 years of institutional research experience in both public two-year and four-year colleges and is currently serving a three-year term with the National Postsecondary Education Cooperative (NPEC) and is a past president of the Georgia Association of Research, Planning and Quality. Sandra serves on several education boards for nonprofit organizations in the Atlanta area. She has over 18 years of experience in IPEDS as both an IPEDS Keyholder and State Coordinator.